

# The Business of Social Media

## Course Details

**Course Designator & Number: DBLN 3023**

**Number of Credits: 3**

**Language of Instruction: English**

**Contact Hours: 45**

**Instructor: TBC**

## Course Description

Social media has continued to grow as a vital business tool. In this course, students will explore the strategic importance of social networks. Students will be exposed to and analyze case studies of diverse organizations adopting social media. The course will also explore key challenges of social media, including the risks and challenges of managing its use, and the importance of identifying and managing misinformation.

## Course Objectives

Upon successful completion of this course, students will be able to:

- Discuss the importance and benefits of social networks.
- Design a marketing plan oriented to the use of social networks to accomplish business goals.
- Analyze the building of trust and reputation within the brand.
- Examine the impact of misinformation in a business setting.

# Methodology

## Experiential Learning & Field Visits

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Reshaping the City: Urban Transformations in Barcelona
- Barcelona Nocturna: Exploring the City's Night-time Economy
- Barcelona Speaks: Graffiti & Street Art Tour

## Course Prerequisites

One 200-level course or two 100-level courses in business, communications, or equivalent

## Required Reading / Materials

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), and are expected to comply with UNH Policies regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

## Required

- McDonald, J. (2020). *Social Media Marketing Workbook: How to Use Social Media for Business*. CreateSpace.
- Stephen, A. and Bart, Y. (2015) *Social Media Marketing: Principles and Principles*. Stukent.
- Tuten, T (2023) *Social Media Marketing (5th Edition)*, Sage Publications.

## Recommended

- Karasaki, G. (2014). *The Art of Social Media: Power Tips for Power Users*. Portfolio.
- Lipschultz, J. (2018). *Social Media Communication: Concepts, Practices, Data, Law and Ethics*. Routledge.
- Stokes, R. (2018). *EMarketing: the Essential Guide to Marketing in a Digital World*. Yellow Creative School of Business.

## Case Studies

- Cotte, J. and Mark, K. (2017) *Marketing Twitter: Competing as a Social Media Platform*. Case in Harvard Business Review. Ivey Publishing
- Dubois, D., InYoung, C., Niessing, J. and Wee, J. (2016) *AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey*. Case in Harvard Business Review. Insead Business School.
- Dubois, D. and Mastak, P. (2015). *The Nokia N8 'Push Snowboarding' Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales*. Case in Harvard Business Review. Insead Business School.
- Gupta, S (2015). *Volkswagen India: Das Auto Digitally*. Case in Harvard Business Review. Indian Institute of Management.
- Haggerty, N., Pirouz, R. and Geng, G. (2011). *Decathlon China: Using Social Media to Penetrate the Internet Market*. Case in Harvard Business Review. Ivey Publishing.
- Paniagua, J. and Sapena, J. (2014). *Business performance and social media: Love or Hate?* Business Horizons, 57(6), 719-728.
- Pillai, A. and Sahay, A. (2012), *Social Media Content Strategy at Ayojak*. Case in Harvard Business Review. Ivey Publishing.
- Stephen, A. (2010). *Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford's Global Car in the United States*. Case in Harvard Business Review. Insead Business School.
- Tybout, A. and Fahey, N. (2012). *Marketing The Nissan Micra and Tata Nano using Social Media*. Case in Harvard Business Review. Northwestern Kellogg School of Management.
- Vaynerchuk, G. & Hopkinson, J. (2013). *Jab, Jab, Jab, Right Hook: How to Tell Your Story in a Noisy Social World*. Harper Business.
- Wells, J., Winkler, C. and Weinstock, B. (2019). *Facebook Fake News in the Post-Truth World*. Case in Harvard Business Review. Harvard Business School.

# Grading

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Details section provides further details for each.

## Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Engagement	20%
Midterm Exam	15%
Case Study Analysis	20%
Case Study Presentation	10%
Final Project	20%
Final Exam	15%
<b>Overall Grade</b>	<b>100%</b>

### Assessment Details

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (20%):** Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the Class Engagement Rubric that outlines how engagement is graded.

**Midterm Exam & Final Exam (15% and 15%):** The midterm and final exams will cover all material studied during the course: theory, case studies, field studies, and final projects. The format will be open questions. The final exam is not cumulative.

**Case Study Analysis (20%):** After each case study presentation, students should solve questions about the case. At the end of the class the analysis will be done by the professor with the collaboration of the class. Each student will deliver the answers before starting to solve the case. These answers and the participation will be graded by the professor.

**Case Study Presentation (10%):** Each student will present a case study assigned by the professor. Content, preparation for the presentation (oral), and presentation (pictures, videos, etc.) will be considered for the grade. Each case is a real example of a company facing a situation in the course's topic.

**Final Project (20%):** Each group will develop and present a marketing plan for a company using social media. The instructor will provide the name of a company or the profile of a company and each group will develop a detailed marketing plan for this company.

# Course Content

## Unit 1

### Topics

- Overview of the course: expectations and syllabus

### Activities

- Introduction to the syllabus, assignments, and the class social contract
- Overview of policies, procedures, and student resources

### Readings & Assignments

- Chapter 1: Social Media Revolution
- Read case 1: *Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford's Global Car in the United States*

## Unit 2

### Topics

- Connected customers and social interactions

### Activities

- Presentation and class discussion of case study 1— *Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford's Global Car in the United States*.

### Readings & Assignments

- Chapter 2: Connected Customers and Social Interactions
- Read case 2: *Marketing Twitter: Competing as a Social Media Platform*

## Unit 3

### Topics

- Strategic Usage of Social Media and Strategy Planning

### Activities

- Presentation and class discussion of case study 2—*Marketing Twitter: Competing as a Social Media Platform*

### Readings & Assignments

- Chapter 3: Strategic Usage of Social Media and Strategy Planning
- Read case 3: *Marketing the Nissan Micra and Tata Nano Using Social Media*

## Unit 4

### Topics

- Managing social media communications and planning cycles

### Activities

- Presentation and class discussion of case study 3—*Marketing the Nissan Micra and Tata Nano Using Social Media*

### Readings & Assignments

- Chapter 4: Managing Social Media Communications and Planning Cycles
- Read case 4: *Volkswagen India: Das Auto Digitally Major Paper Briefing*



## Unit 5

### Topics

- Designing content for social media communications

### Activities

- Presentation and class discussion of case study 4—*Volkswagen India: Das Auto Digitally*

### Readings & Assignments

- Chapter 5: Designing Content for Social Media Communications
- Read case 5: *Decathlon China: Using Social Media to Penetrate the Internet Market*

## Unit 6

### Topics

- Social Media Marketing

### Activities

- Presentation and class discussion of case study 5—*Decathlon China: Using Social Media to Penetrate the Internet Market*
- Presentation and class discussion of case study 6—*AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey*

### Readings & Assignments

- Read case 6: *AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey*

## Unit 7

### Topics

- Midterm Review

### Activities

- In-Class Midterm Review

### Readings & Assignments

- Study for Midterm

## Unit 8

### Midterm Exam

## Unit 9

### Topics

- Using Paid Social Media—Advertising on Social Media Platforms

### Activities

- Solution of the Midterm Exam and Article Study—*Business performance and social media: Love or Hate?*

### Readings & Assignments

- Chapter 6: Using Paid Social Media—Advertising on Social Media Platforms
- Read case 7: *Social Media Content Strategy at Ayojak*

## Unit 10

### Topics

- Marketing Research Using social media

### Activities

- Presentation and class discussion of case study 7—*Social Media Content Strategy at Ayojak*

### Readings & Assignments

- Chapter 7: Marketing Research Using Social Media
- Read case 8: *The Nokia N8 “Push Snowboarding” Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales*

## Unit 11

### Topics

- New Product Development and Launches Using Social Media

### Activities

- Presentation and class discussion of case study 8—*The Nokia N8 “Push Snowboarding” Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales*

### Readings & Assignments

- Chapter 8: New Product Development and Launches Using Social Media
- Read case 9: *Facebook Fake News in the Post-Truth World* assigned second class

## Unit 12

### Active Learning Activity

## Unit 13

### Topics

- Managing Customers Using Social Media

### Activities

- Presentation and class discussion of case study 9—*Facebook Fake News in the Post-Truth World*

### Readings & Assignments

- Prepare active learning engagement reflection

## Unit 14

### Final Project Presentations

## Unit 15

### Final Exam

# Policies

## Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our Academic Policies and Engagement Policy. CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

## Student Learning & Development Objectives

CEA CAPA has identified Student Learning and Development Objectives (SLDOs) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it in a larger learning context.

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### **Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).